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ABSTRACT

Since the late 1970s, the New Zealand government has instituted educational reforms to increase Maori participation and success in education. These reforms required Treaty of Waitangi principles to be incorporated into school policies, devolved responsibility to local boards of trustees with community representation, required Maori culture to be reflected in school policies and practices, and ensured that instruction in Maori culture and language was provided when requested. The Forest Lake school, which in 1978 had an all-White staff (except for the author) and 10 percent Maori students, set up its first bilingual unit in 1982. The school developed an educational environment that is sensitive to Maori values and empowering to all students. The partial immersion course develops competency in both English and Maori and is flexible. The total immersion course delivers all subjects in Maori. The school has two parent groups, one Maori and one White, which merge when they need answers. The school now has nine Maori staff, a Maori deputy principal, and a Maori principal. Maori resources are produced along with English resources. There has been a 51 percent increase in Maori students. Multi-level classrooms allow students to move at their own pace without the shame of being held back. Reading tests for year-6 children showed that partial and total immersion Maori girls compared very favorably with mainstream pupils. Three Maori boys were up to standard and the remainder scored at a slightly lower rate in English. However, since partial and total immersion students can read in two languages, they are considered advanced. (TD)

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The Evolution of Maori Education in a Predominantly Non-Maori School

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RC 023657

THE EVOLUTION OF MAORI EDUCATION IN A PREDOMINANTLY NON-MAORI SCHOOL

Whaia te iti kahurangi	**In ones search**
me ka tuohu koe	**for great things**
me maunga teitei	**if one has to bow**
	let it be to a lofty
	mountain.

Mihi Roberts

Principal

Forest Lake School

Hamilton

New Zealand

Forest lake School in 1978 was a peaceful stable, high achieving monocultural mainly non Maori school (10% Maori) The school was rather run down (built in 1926) but it had a special aura and character about it.

The community ranged from a few professionals a large percentage of tradespeople and a few unemployed.

Our whole school committee was all white and so were the staff (except me)

In 1978 The first Maori Initiative introduced was a kapahaka group (Maori Dance) of 20 children.

In the late 70's Labour Government introduced the Treaty of Waitangi as our founding document. This piece of legistlation was to have profound influence on my leadership of Forest Lake School in the ensuing years.

At that time I heard one of my contemporaries talk about Total-well-being based on Te Wheke Waiora, which was based on the premise that if all the tentacles were healthy then total-well-being would be achieved.

I based my school philosophy on Te Wheke Waiora. If a child who was physically, socially emotionally, and spiritually healthy he/she would achieve his/her intellectual potential.

Major changes were about to take place. The government introduced "Tomorrows Schools" which heralded the arrival of some major political changes which involved the devolution of responsibility from Education Boards to Ministries and School Committees to Boards of Trustees.

The learning institution was to be run by a partnership between the school and community through the Board of Trustees. Each institution would set its own objectives within those set by the state, write their own charter, handle their own resources and finance, and be accountable to a "review and audit agency".

The National Government introduced a ten point plan namely "National Education Goals". This was a ten point plan of desired outcomes for education.

The first eight points involved high standard of achievement, equal opportunities competence in literacy numeracy, science and technology. Clear objectives and the meeting of children's needs. Nine and ten were of special significance to the Tangata - whenua -

9. Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.

10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.

The National Administration Guidelines were implemented along with NEGS to serve as a blueprint for BOT to follow and involved the monitoring of student progress, ensuring that effective assessment and evaluation procedures are maintained and to analyse barriers to learning achievement.

In terms of property and finance the allocation of funds had to reflect priorities stated in the charter. The BOT had to also provide a safe physical and emotional environment for all students.

The New Zealand Curriculum Framework is the foundation policy for learning, teaching and assessment, it specifies seven learning areas, involving languages, mathematics, science/technology, the arts, social sciences, and health and physical well-being. It also includes eight essential skills namely communication, numeracy information problem solving, self-management, cooperative, competitive, social and physical skills.

When we elected our new Board of Trustees, the five successful members were all white, but four out of the five were bilingual parents. They were tremedous thinking enlightened people. They had the task of writing our charter which was based on Te Wheke Waiora.

Our Mission Statement was to provide quality education in a warm nurturing environment.

Our charter aims to develop in our children knowledge and lifelong skills in:

all major academic areas, to interact with their peers friends family other adults and children and adults who are different, healthy safe living, ability to cope with everyday situations, a wide range of sports, creative and aesthetic pursuits, the enhancing of their uniqueness, self esteem,peace of mind, consideration for others and their heritage.

Maori Rights were further extended in the 1989 Education Act. "Every charter and proposed charter is deemed to contain "(a) The aim of developing for the school concerned policies and practises that reflect New Zealand's cultural diversity, and the unique position of the maori culture; and (b) The aim of taking all reasonable steps to ensure that instruction in tikanga Maori (Maori culture) and te reo Maori (the Maori language) are provided for full-time students whose parents ask for it.

At this point we formulated five year developmental plans for the The Treaty of Waitangi Equity, Equal Opportunity and Property . All plans were Maori inclusive.

The school decided that all advertised teaching positions were tagged for bicultural empathy.

A Maori member was to be co-opted on to the board of Trustees.

Maori staff were targetted.

Buildings and property were to be culturally inclusive.

All school policies were to be culturally inclusive.

The Board of Trustees were to compile its first Maori Policy.

The Treaty was to be included into the corporate life of the school

In 1982 we set up our first Bilingual Unit. There were only 23 Maori children in the school but my "enlighened" pakeha parents elected to include their children.

Outline of Maori Education Policy.

Mainstream.

Basically the whole school was to operate under the Treaty of Waitangi Principles by:

- Being sensititive to Maori values and perspectives as they apply to our school
- Staff to become good models
- To use Te Reo appropriately
- Continually looking for ways to bring a Maori perspective to all our classrooms and areas of work
- To consult with Kaumatua
- To continue staff development
- To naturally integrate Maori waiata greetings art , craft and physical education show that we value Maori things.

- **Partial Immersion**
- Will cater for children who have not been through Kohanga
- The aim is to provide a sound foundation for Te reo but not necessarily fluency
- To develop competency in both English and Maori
- Percentage of Maori up to 81%

  The key word is *flexibility*

- **Total Immersion**
- All children must have attended Kohanga
- 100% Immersion - all subjects delivered in Maori
- All teachers must be fluent in Te Reo.

- In 1993 a bilingual secretary was appointed followed by a Maori caretaker
- In 1993 the Maori content had grown from 10% to 40%

- We have two parent groups one Maori and one Pakeha. Both groups combine when they need answers.
- We now had 4 Maori male staff and 5 female Maori staff - In 1995 we appointed a Maori female Deputy Principal
- Our third Board of Trustees includes 3 Maori - academics, one of Maori origin and two pakeha members - Again we had a wonderful group who were completing the complex tasks like the sorting out of insurance and copyright,and privacy issues
- Ideally Maori resources must be produced along with English resources
- So every effort was made to include a Maori Dimension, in all resource ventures, in all curriculum, administrative documentation etc.

In 1996 the Maori Community assisted the school to build a Maori Community Centre. We are due to acquire three new classrooms due to a huge increase in Maori students (51 %) We now have over 80 out of zone pupils- some travelling long distances to be educated in Maori.

Since the World Indigenous Conference I have reported back to my staff, my Principal's Association, Teacher's Groups, my Board of Trustees, (everyone who would listen to me).

My staff have spearheaded a major initiative and that is the inclusion of prayers(karakia) at the commencement of all meetings

One of my BOT members has established the same procedure at BOT Meetings.

The underlying purpose for the inclusion of a Maori Dimension in this school was to achieve Total Well Being for all of our children especially Maori.

Following are the results of a Standard 4 (year 6) School Reading Evaluation

ANALYSIS OF READING TESTS FOR YEAR 6 CHILDREN

Mainstream					
11-13 years	11-13 years	9-10 years	9-10 years	8-9 years	8-9 years
Boys	Girls	Boys	Girls	Boys	Girls
10	11				1
Partial Immersion					
3	5	4			
Total Immersion					
Fluent 2 11/13	Fluent 2 11/13	Fluent 1 9/10	Fluent 1 9/10	Early Rdg 8-9	Early Rdg 8-9
	4	2		1	1

Partial and Total Immersion Maori girls compared very favourably with Mainstream Pupils

3 Maori boys were up to standard and the remainder recorded at a slightly lower rate in English

However Partial and Total Immersion children are able to read in two languages, and therefore should be considered advanced.

CONCLUSION

My Whanau believe that "wairua" or "spirituality" is what makes our school successful and unique.

WHAT FACTORS CONTRIBUTE TO THE ACHIEVEMENT OF WAIRUA?

The Treaty of Waitangi has been our guiding document since the late 1970's.

A Maori dimension has been included in the selection of staff, resources, property, administration, curriculum delivery, BOT elections, school organisation, e.g. assemblies, welcomes.

- Maori Tikanga (values and traditions) are observed in the classroom.
- Maori staff are targeted for vacancies. (There is a serious shortage).
- Maori staff and children determine what is best for Maori, and mainstream staff do likewise.
- All staff work together on matters or problems facing the whole school.
- All staff must be on the kaupapa (own the philosophy).
- Powersharing is not easy, but most staff have been here for a while so that must count for something.
- A three strand school is not easy to teach in because everyone has to consider two cultures and three ideologies.
- All of my permanent staff are experienced teachers, and this is a tremendous advantage.
- Empowering children is a major goal as many children arrive at school with low self esteem.
- We do this by continually showing them that we value them, (they are our treasures) by providing avenues for success. Emphasis is placed on Maori performing and visual arts and sport. Success in these usually results in the confidence to tackle academic subjects.
- Maori children use a combination of learning styles (visual, auditory, and kinaesthetic).

. Our ancestors were versed in science, navigation, maths, technology, poetry, storytelling, medicine, etc. They were very spiritual. They were entrepreneurs and owned businesses - trading ships etc.

. As the Pakeha numbers grew, they removed the economic base from our people, stripping their wellbeing and reducing them to mere shells of what they were.

. The task for educators is to try to find the systems that were so successful for Maori and use these systems to improve achievement rates.

. How did they know there were rings around Saturn?

. Maori technology is a base that we must study.

. So far we have found that some Maori children plateau at 8yrs old and start to extend at Standard 4.

. My Deputy Principal of ten years Mike Rogers (my confidante and loyal friend) often answered some personal concerns that I had. I always believed that I had 3 parts to my brain. Mike said. "You have" - "The first section is the lizard brain when you feel as if you know nothing - there is an interim stage where the "penny begins to drop" and all of a sudden there is a "dawning". Perhaps thats where we have to start with our children.
I do know that if I repeat things aloud to myself eg phone numbers I have a much improved retention rate (auditory perception) I was a child once along the way. Some Maori boys tend to falter. They, like most boys are practical and prefer sport to homework - but why can't they enjoy sport and make progress. Heaped on their shoulders could be the further burden of how they see the printed word - (Dyslexia). Multi-level classrooms cater for those with learning difficulties. In this environment they can move at their own pace with out the shame of being "held back" if they don't reach the required standard.

. The preferred methods of delivery being in whanau or social groups, tuakana/tena, etc.

. We hold mass meetings when any serious incidences of negative behaviour occur, and the children have input.

About the eighth tentacle - hitherto mainstream children only, tended to achieve their intellectual potential. Maori children are up there too now. We test partial immersion children using Pakeha Tests. There are no Standardised Maori Tests as yet. The results are quite interesting at times. Sometimes Maori children top the whole school.

Perhaps other Indigenous Minorities have solved the assessment and Evaluation Dilemma.

There is another powerful dimension to this school and these are our Pakeha partial immersion children and their parents. Our first group of children both Maori and Pakeha are now at university. My Pakeha children are scoring high in the reo, and I am sure that should they become leaders they will play a major role in the changing of attitudes and the promotion of the Treaty of Waitangi Principles.

Goals for the Future.

Kia ora koutou katoa.

Ma te Atua koutou e manaaki.

Ki mai ki au,	If you ask me, "What is the most important
"He aha te mea nui I tenei ao?	thing in the world?"
Maku e ki atu,	I should reply "People, people, people".
He tangata, he tangata, he tangata!	

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